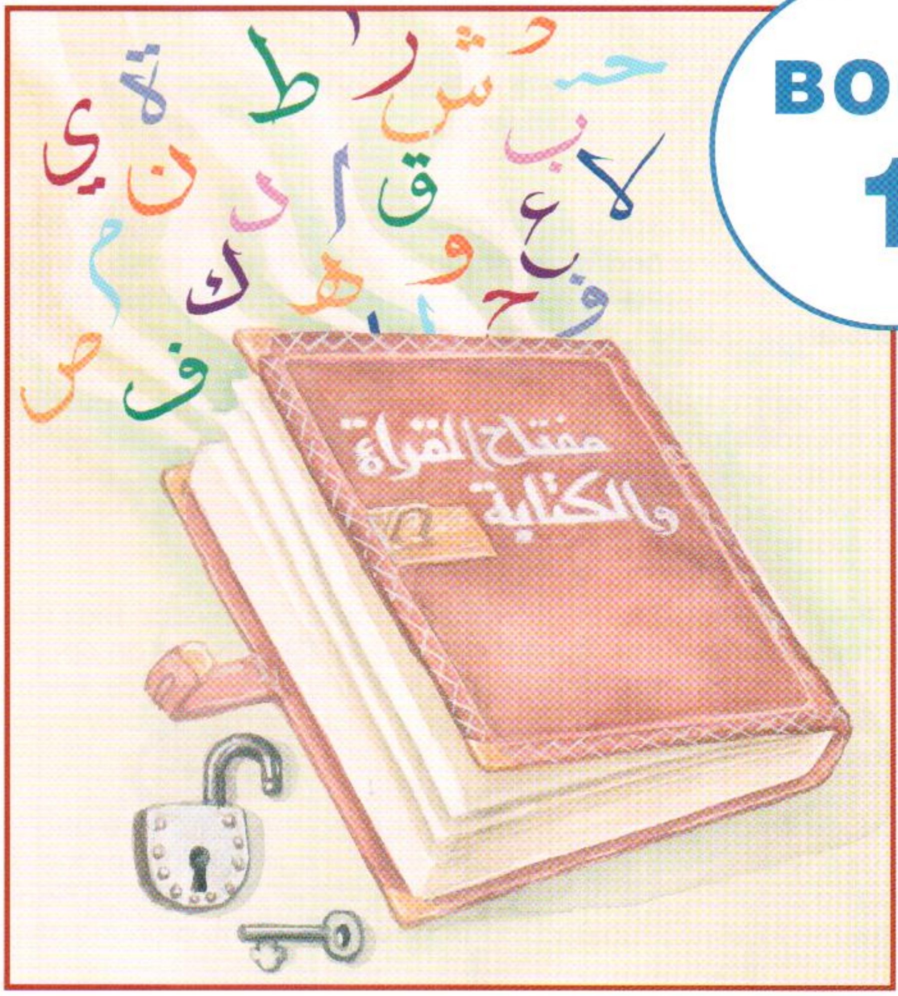
مِفْتَاحُ الْقِرَاءَةِ وَالْكِتَابَةِ



BOOK
1

THE KEY TO ARABIC

Fast Track to Reading and Writing Arabic

Dr. Imran Hamza Alawiye

Introduction and Notes for Teachers

'The Key to Arabic' teaches students the skills they need to read and write Arabic. The letters of the alphabet are introduced one at a time, and the student is given the opportunity to read each letter with the various possible combinations of long and short vowels, as well as the 'ay' and 'ow' dipthongs, sukoon and shadda. The use of colour coding in presenting the various vowel sounds helps the student to grasp them more quickly. Each letter is also shown in all its forms: initial, medial, final and isolate so that the student can learn to recognise the letter wherever it appears in the word, as well as how to write it. Clear arrowed diagrams show the student the correct pen direction when writing.

Arabic words are introduced from an early stage, but no word contains letters that the student has not already covered. This assimilative approach enables the student to learn the alphabet in a gradual yet thorough manner, without feeling daunted by the prospect of having to learn the entire alphabet at one go.

Each letter in the first half of the alphabet is covered on a double-page spread. As the student's confidence in reading and writing increases, this is reduced to a single page per letter, and exercises are introduced to reinforce reading and writing skills and to encourage some basic vocabulary acquisition.

For the self-taught student, a quick reference guide to reading skills is provided at the outset to enable him or her to understand the various vowel sounds and gain an overview of the method of joining Arabic letters together to form words, before putting the skill into practice. An optional CD recording of the materials in this workbook is available to help students in mastering correct Arabic pronunciation.

After completing the alphabet, students have the chance to develop their skills further through a set of carefully designed exercises. The first of these (p.55) provides an opportunity for reading and dictation practice, by presenting pairs of similar sounding words. This encourages the student to listen carefully and distinguish between letters that might easily be confused by the non-Arabic-speaker.

Pages 56–59 introduce simple non-verbal sentences using the masculine and feminine forms of "This is...", as well as a wide range of useful vocabulary. Page 60 teaches the alif al-maqsura, with plenty of reading practice. The primary use of 'al' ('the') is taught on pages 61–64, with an explanation of how the following sun and moon letters affect the pronunciation of this word.

Pages 65–68 employ passages of dialogue to teach the student simple useful expressions such as greetings, introducing oneself, asking someone their name and saying goodbye. These dialogues can form the basis for role playing within the classroom setting. The dialogues on page 67 can easily be adapted as a classroom game whereby one student imagines another student to be in one of the places shown on the page, and the rest of the class take turns to ask questions in Arabic to establish the imaginary person's identity and whereabouts.

Having completed "The Key to Arabic" successfully, students should feel comfortable in reading any passage of vocalised text presented to them, and will hopefully have gained the confidence needed to take their study of this challenging language further.

The Arabic Alphabet

الْحُرُوفُ الْعَرَبِيَّة

Jeem ج	Thaa ث	Taa ت	Baa ب	Alif ا
Raa ر	Dhaal ذ	Daal د	Khaa خ	Ḥaa ح
Ḍaad ض	Ṣaad ص	Sheen ش	Seen س	Zaa ز
Faa ف	Ghayn غ	ʿAyn ع	Ẓa ظ	Ṭa ط
Noon ن	Meem م	Laam ل	Kaaf ك	Qaaf ق
		Yaa ي	Waaw و	Haa هـ

Quick Reference Guide to Reading Skills

ْ	َّ	ُّ	ِّ	ّ	َا	ُو	ِي	ً	ٌ	ُُ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

1. The Short Vowels and Tanween

There are three short vowels in Arabic. They are written above or below the Arabic letters.

a) Kasra ِ — This is a short diagonal stroke written below an Arabic letter. It is pronounced 'i', as in the English word 'lip'. e.g.

دِ	رِ	وِ
Di	Ri	Wi

ٍ — If kasra is doubled, it changes the sound from 'i' to 'in' as in the English word 'tin'. This doubling of the vowel is known as "tanween kasra". e.g.

دٍ	رٍ	وٍ
Din	Rin	Win

b) Ḍamma ُ — This is shaped rather like a small version of the Arabic letter waaw, and it is written above an Arabic letter. It is pronounced 'u', as in the English word 'full'. e.g.

دُ	رُ	وُ
Du	Ru	Wu

ٌ or ُُ — If ḍamma is doubled, it changes the sound from 'u' to 'un' as in the English word 'sun'. This doubling of the vowel is known as "tanween ḍamma". The two ḍammas are usually written in a joined-up form, though they may also be written separately. e.g.

دٌ	رٌ	وٌ
Dun	Run	Wun

c) Fatḥa َ — This is a short diagonal stroke written above an Arabic letter. It is pronounced 'a', as in the English word 'dad'. e.g.

(Say 'fat-ḥa')

دَ	رَ	وَ
Da	Ra	Wa

ً — If fatḥa is doubled, it changes the sound from 'a' to 'an' as in the English word 'man'. It is usually – though not always – supported by an alif. This doubling of the vowel is known as "tanween fatḥa". e.g.

دًا	رًا	وًا
Dan	Ran	Wan

2. Joining up Arabic Letters

Arabic is written from right to left across the page. Arabic words are written in a joined-up form. To achieve this, the letters within a word must be extended to join up with the following letter, unless they are one of the six 'naughty' letters (see overleaf). The letters that are being extended lose their tails in the joining process. The last letter in the word is written in its final form, which usually resembles the isolate or 'by itself' form of the letter, though it is attached to the letter just before it by a short joining line.

You will learn the correct way of joining each letter during the course of this book, but for now, study the following examples to gain an overview of how letters are joined.

a) 'Boat' shaped letters

ب ت ث ف

to stand firm	ثَبَتَ
to open	فَتَحَ

ثَ بَ تَ ← ثَـبَـتَ ← ثَبَتَ

فَ تَ حَ ← فَـتَـحَ ← فَتَحَ

b) Letters with U-shaped tails

س ش ص ض

ق ل ن

to engrave	نَقَشَ
to smooth	صَقَلَ
to be over	سَلَفَ
to stick	لَصِقَ

نَ قَ شَ ← نَـقَـشَ ← نَقَشَ

صَ قَ لَ ← صَـقَـلَ ← صَقَلَ

سَ لَ فَ ← سَـلَـفَ ← سَلَفَ

لَ صِ قَ ← لَـصِـقَ ← لَصِقَ

c) Letters with trailing tails

ج ح خ ع غ

to succeed	نَجَحَ
to be busy	شَغَلَ
to feel embarrassed	خَجِلَ

نَ جَ حَ ← نَـجَـحَ ← نَجَحَ

شَ غَ لَ ← شَـغَـلَ ← شَغَلَ

خَ جِ لَ ← خَـجِـلَ ← خَجِلَ

d) Other letters, excluding the 'naughty letters'

ط ظ ك م ه ي

to do wrong	ظَلَمَ
to tell a fortune	كَهَنَ
to be dry	يَبِسَ

ظَ لَ مَ ← ظَـلَـمَ ← ظَلَمَ

كَ هَ نَ ← كَـهَـنَ ← كَهَنَ

يَ بِ سَ ← يَـبِـسَ ← يَبِسَ

ْ	َّ	ُّ	ِّ	ّ	ـَا	ـُو	ـِي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

e) The 'Naughty' Letters

There are six 'naughty' letters, which cannot be extended to the left and as a result should not be connected to the letter in front of them. The six naughty letters are:

ا د ذ ر ز و

أ + ب = أب	ب + ا = با
و + ل = ول	ل + و = لو
د + ب = دب	ب + د = بد

3. The Long Vowels

Three letters of the Arabic alphabet are used to lengthen the sound of the short vowels. These letters are:

ا Alif is used to lengthen the 'a' sound of fatha, so it sounds like 'aa' ('aardvark').

ي Yaa is used to lengthen the 'i' of kasra, so it sounds like 'ee' as in 'knee'.

و Waaw is used to lengthen the 'u' sound of ḍamma, so it sounds like 'oo' as in 'moon'.

بَا	جَا	رَا	بِي	جِي	رِي	بُو	جُو	رُو
Baa	Jaa	Raa	Bee	Jee	Ree	Boo	Joo	Roo

When alif itself is lengthened by an alif, it becomes an extra long 'aa' sound called alif al-madd, which is written like this: آ e.g. 'Aaameen' (amen): آمين.

When a laam is followed by an alif, there is a special way of writing it (called a laam-alif) which looks like this: لَا or, when the laam is preceded by another letter, like this: ـلَا e.g. لَامِعٌ، سَلَامٌ.

'laami'un' (shining) 'salaamun' (peace)

4. Sukoon

ْ A sukoon is a small circle placed on an Arabic letter to indicate the absence of a vowel upon the letter. The letter on which a sukoon is placed must be assimilated to (i.e. slid together with) the sound of the last vowel before it, even if that vowel is at the end of the previous word.

قِفْ	نَمْ	مُرْ	فِرْ	زُرْ	كَمْ
Qif	Nam	Mur	Fir	Zur	Kam

5. Shadda

ّ Shadda is a symbol written above a letter to show that the letter has been doubled, and therefore sounds stronger. The short vowels are written with a shadda like this:

َّ ُّ ِّ ّ or ـ

أُ + مْ + مٌ = أُمٌّ	رَ + بْ + بَ = رَبَّ	بِ + رْ + رٍ = بِرٍّ

Hamza: ء and Alif: ا

Hamza, known as a glottal stop in English, is an Arabic consonant that often accompanies tanween, sukoon, or short vowels. Hamza is itself often accompanied by a supporting letter or 'chair' which may take many forms, depending on rather complex rules that we needn't explore here. The various ways in which hamza may appear are shown below. For the purpose of reading, it is best to ignore the 'chair' hamza is sitting on and to concentrate on reading the vowel sound that the hamza is supporting.



Alif, when not supporting a hamza, is a weak letter that takes the sound of any vowel accompanying or preceding it. Sometimes alif is a silent letter.

Copy each row twice onto the lines provided and practise reading the sounds.

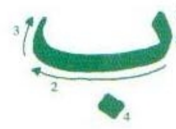
إِ ءِ ئِ ـئِـ أُ ؤُ ئُ ـئُـ ءُ أَ ؤَ ـئَـ ءَ

إٍ ءٍ ئٍ أٌ ؤٌ ئٌ ءٌ أً ـئًا ؤًا ءًا ءً

أْ ؤْ ـئْـ ـئْ إِي إِيـ أُو أَو أَي أَيـ

ْ	ّ َ	ّ ُ	ّ ِ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Baa

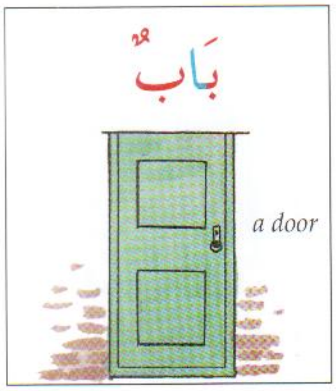


بِ بُ بَ بِـ ـبُـ ـبَ بِـبُـبَ

بٍ بٌ بًا بِبُبًا بَبِبٌ بُبَبٍ

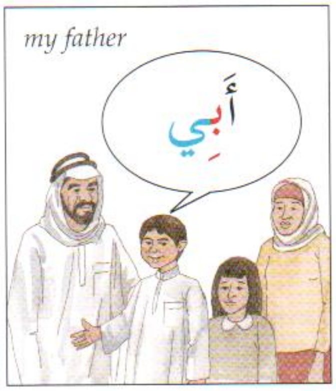
بْ بَّ بِيـ بِي بُو بَا بَوْ بَيْـ بَيْ

Copy each row onto the lines provided and practise reading the words.



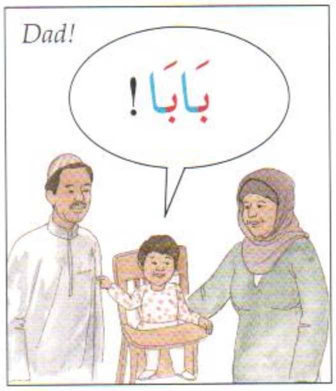
a door

my door	*a door*	*my father*	*a father*
بَابِي	بَابٌ	أَبِي	أَبٌ



my father

source, core	*he said 'daddy'*	*dad*	*August*
بُؤْبُؤٌ	بَأْبَأَ	بَابَا	آب



Dad!

sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i
ْ	ّ َ	ّ ُ	ّ ِ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ

Copy each row twice onto the lines provided and practise reading the sounds.

ت **تـتـت**

Taa

ـة ة

Taa Marbooṭa

(tied up taa)

تِ تُ تَ تِـتُـتَ تِتُتَ تِتُة

تٍ تٌ تاً تِتُتاً تِتُةً تِتَتٌ تِتَةٌ تٍتُتَ تٍتُةَ

تْ تّ ةِ ةُ ةَ تِيـ تِي تُو تَا تَوْ تَيـْ تَيْ

Copy each row onto the lines provided and practise reading the words.

I repent	definitely	a mulberry	she perished
أَتُوبُ	بَتَاتًا	تُوتٌ	تَبَّتْ



a house

بَيْتٌ

repentance	dislike; pride	he stayed overnight	a house
تَوْبَةٌ	إِبَاءَةٌ	بَاتَ	بَيْتٌ



mulberry

تُوتٌ



تَابَ

he repented

ْ sukoon (no vowel) | ـَّ a | ـُّ u | ـِّ i | ـّ shadda (doubled letter) | aa ا َ | oo و ُ | ee ي ِ | ً an | ٌ un | ٌ un | ٍ in | َ a | ُ u | ِ i

Copy each row twice onto the lines provided and practise reading the sounds.



Thaa



ثُثِثَ	ـثَ	ـثُـ	ثِـ	ثَ	ثُ	ثِ

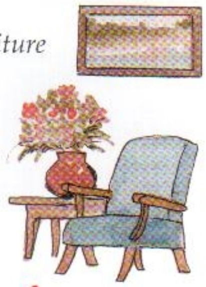
ثُثَثٍ	ثَثِثٌ	ثِثُاً	ثًا	ثٌ	ثٍ

ثَيْ	ثَيْـ	ثَوْ	ثَا	ثُو	ثِي	ثِيـ	ثَّ	ثْ

Copy each row onto the lines provided and practise reading the words.

furniture	*garment; dress*	*establishment*	*he withstood*
أَثَاثٌ	ثَوْبٌ	إِثْبَاتٌ	ثَبَتَ
abundant growth	*he spread, scattered*	*he yawned*	*stabilization*
أَثِيثٌ	بَثَّ	تَثَاءَبَ	تَثْبِيتٌ

furniture



أَثَاثٌ

a dress, gown



ثَوْبٌ



أَثَاثِي

my furniture

ْ	َّ	ُّ	ِّ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Jeem



جِ	جُ	جَ	جِـ	ـجُـ	ـجَ	جَجُجِ

جٍ	جٌ	جًا	جِجُجًا	جَجِجٌ	جُجَجٍ

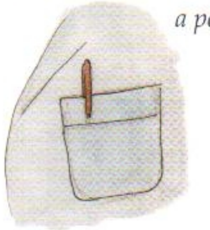
جْ	جَّ	جِيـ	جِي	جُو	جَا	جَوْ	جَيْـ	جَيْ

Copy each row onto the lines provided and practise reading the words.

he answered, replied	my pocket	a pocket	a coward
أَجَابَ	جَيْبِي	جَيْبٌ	جُبَّأٌ

bragging, boasting	a crown	flowing	he came
تَبَجُّحٌ	تَاجٌ	ثَجَّاجًا	جَاءَ







ْ	ّ َ	ّ ُ	ّ ِ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Ḥaa



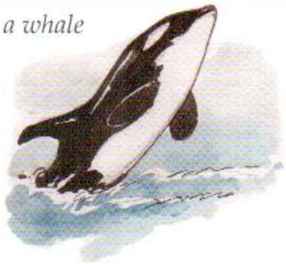
حِ حُ حَ حِـ ـحُـ ـحَ حِحُحَ

حٍ حٌ حًا حِحُحًا حَحِحٌ حُحَحٍ

حْ حَّ حِيـ حِي حُو حَا حَوْ حَيْـ حَيْ

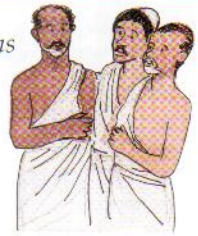
Copy each row onto the lines provided and practise reading the words.

a whale



حُوت

pilgrims



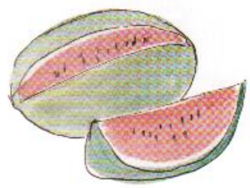
حُجَّاج

hijab, a headscarf



حِجَاب

a watermelon



حَبْحَب

a watermelon	*seeds*	*hijab, headscarf*	*pilgrims*
حَبْحَب	حُبُوب	حِجَاب	حُجَّاج

calamity	*under*	*protest*	*he looked for; he researched*
جَوْح	تَحْتَ	اِحْتِجَاج	بَحَثَ

ْ	سَّ	سُّ	سِّ	سّ	اَ aa	وُ oo	يِ ee	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)				an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Khaa



خِ خُ خَ خِـ ـخُـ ـخَ خِخُخَ

خٍ خٌ خًا خِخُخًا خَخِخٌ خُخَخٍ

خْ خَّ خِيـ خِي خُو خَا خَوْ خَيْـ خَيْ

Copy each row onto the lines provided and practise reading the words.

my sister	*a wicked person*	*a peach*	*he hid, concealed*
أُخْتِي	خَبِيثٌ	خَوْخٌ	خَبَأَ

a peach



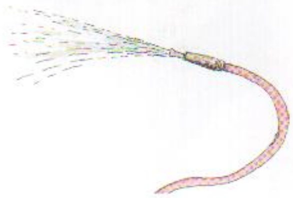
خَوْخٌ

Excellent! Bravo!	*a brother*	*a nozzle*	*my brother*
بَخْ بَخْ	أَخٌ	بَخَّاخَةٌ	أَخِي

my brother *my sister*



a nozzle



بَخَّاخَةٌ

ْ	َّ	ُّ	ِّ	ّ	ـَا	ـُو	ـِي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



دِ دُ دَ دِ ـ ـدُ ـدَ دِ دُ دَ

دٍ دٌ دًا دِدُدًا دَدِدٌ دُدَدٍ

دْ دَّ دِيـ دِي دُو دَا دَوْ دَيْـ دَيْ

Copy each row onto the lines provided and practise reading the words.

a riding animal	*a worm*	*a bear*	*a chicken*
دَابَّةٌ	دُودَةٌ	دُبٌّ	دَجَاجَةٌ

my grandfather	*a grandfather*	*he began*	*sound of footsteps*
جَدِّي	جَدٌّ	بَدَأَ	دَبْدَبَةٌ

a bear



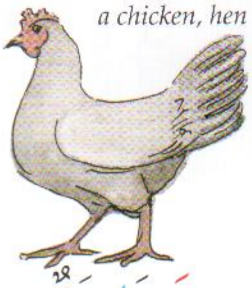
دُبٌّ

a worm



دُودَةٌ

a chicken, hen



دَجَاجَةٌ

ْ	َّ	ُّ	ِّ	ّ	aa	oo	ee	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	اَ	وُ	يِ	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Dhaal
(sound as in '<u>th</u>e')



ذِ ذُ ذَ ذِـ ـذُ ـذَ ذِذُذَ

ذٍ ذٌ ذًا ذِذُذًا ذَذِذٌ ذُذَذٍ

ذْ ذَّ ذِي ذِيـ ذُو ذَا ذَوْ ذَيْـ ذَيْ

Copy each row onto the lines provided and practise reading the words.

a shoe



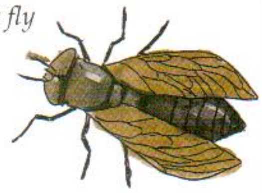
حِذَاءٌ

a wolf



ذِئْبٌ

a fly

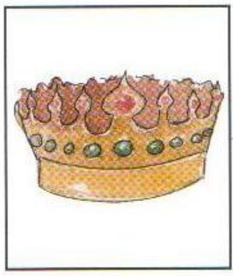


ذُبَابَةٌ

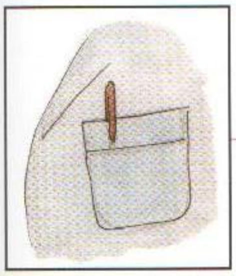
a wolf	*a fly*	*a lock of hair*	*he slaughtered*
ذِئْبٌ	ذُبَابَةٌ	ذُؤَابَةٌ	ذَبَحَ

how lovely/excellent!	*he took*	*swinging (like a pendulum)*	*a shoe*
حَبَّذَا	أَخَذَ	تَذَبْذَبَ	حِذَاءٌ

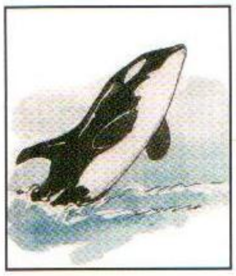
Find a word on the right that matches a picture on the left, then write it out in its joined-up form next to the correct picture.



1. ______



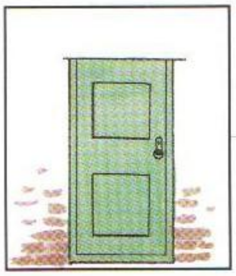
2. ______



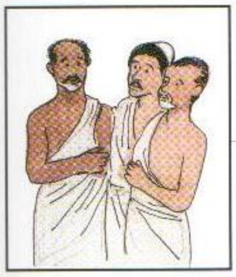
3. ______



4. ______



5. ______



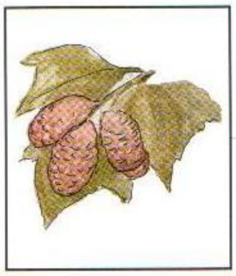
6. ______



7. ______



8. ______



9. ______



10. ______

أَ ثَ ا ثٌ

بَ ا بٌ

بَ يْ تٌ

تُ و تٌ

تَ ا جٌ

ثَ وْ بٌ

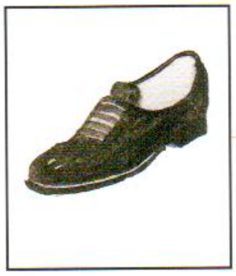
جَ يْ بٌ

حِ جَ ا بٌ

حُ و تٌ

حُ جَّ ا جٌ

Find a word on the right that matches a picture on the left, then write it out in its joined-up form next to the correct picture.



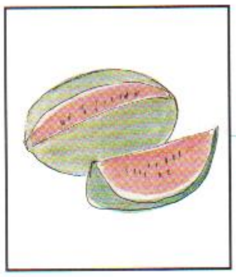
11. ____________________



12. ____________________



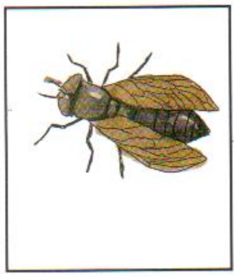
13. ____________________



14. ____________________



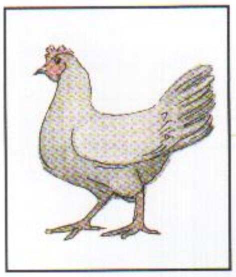
15. ____________________



16. ____________________



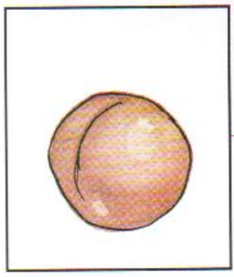
17. ____________________



18. ____________________



19. ____________________



20. ____________________

أَ بِ ي

جُ بَّ أٌ

حَ بْ حَ بٌ

حِ ذَ ا ءٌ

خَ وْ خٌ

دُ بٌّ

دَ جَ ا جَ ةٌ

دُ و دَ ةٌ

ذُ بَ ا بَ ةٌ

ذِ ئْ بٌ

ْ	َّ	ُّ	ِّ	ّ	aa	oo	ee	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	َا	ُو	ِي	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Raa



رِ   رُ   رَ   رِ - ـرُ - ـرَ   رِرُرَ

رٍ   رٌ   رًا   رِرُرًا   رَرِرٌ   رُرَرٍ

رْ   رَّ   رِيـ   رِي   رُو   رَا   رَوْ   رَيْـ   رَيْ

Copy each row onto the lines provided and practise reading the words.

a bicycle



دَرَّاجَةٌ

a bull



ثَوْرٌ

a chameleon



حِرْبَاءُ

corn, maize



ذُرَةٌ

a bicycle	corn, maize	Rajab (name of month)	my Lord
دَرَّاجَةٌ	ذُرَةٌ	رَجَبٌ	رَبِّي

test, experiment	a bull	reward; pay, wages	post, mail
إِخْتِبَارٌ	ثَوْرٌ	أَجْرٌ	بَرِيدٌ

ْ	َّ	ُّ	ِّ	ّ	ـَا	ـُو	ـِي	ً	ٌ	ٌّ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Zaa

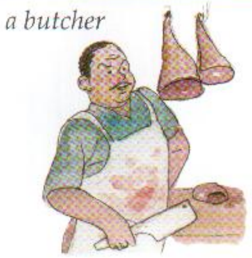


زِ زُ زَ | زِ - ـزُ - ـزَ | زِزُزَ

زٍ زٌ زًا | زِزُزًا | زَزِزٌ | زَزُزٍ

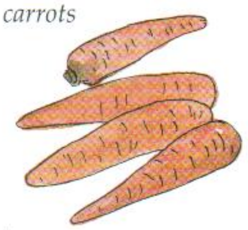
زْ زَّ زِيـ زِي زُو زَا زَوْ زَيْـ زَيْ

Copy each row onto the lines provided and practise reading the words.



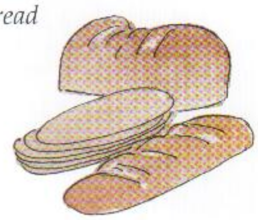
a butcher

جَزَّار



carrots

جَزَر



bread

خُبْز

a lie, falsehood	a drinking glass, tumbler	oil	butter
زُور	زُجَاجَة	زَيْت	زُبْدَة

bread	a place of safety	a butcher	carrots
خُبْز	حِرْز	جَزَّار	جَزَر

ْ	َّ	ُّ	ِّ	ّ	aa	oo	ee	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	ـَا	ـُو	ـِي	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.

سـ

Seen

سسس

سِ	سُ	سَ	سِـ ـسُـ ـس	سِسُس

سٍ	سٌ	سًا	سِسُسًا	سَسِسٌ	سُسَسٍ

سْ	سَّ	سِيـ	سِي	سُو	سَا	سَوْ	سَيْـ	سَيْ

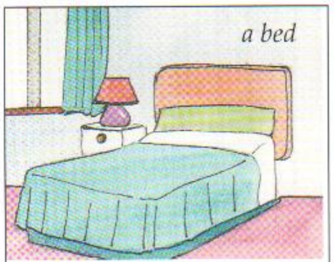
Copy each row onto the lines provided and practise reading the words.

a prayer mat



سَجَّادَة

a bed



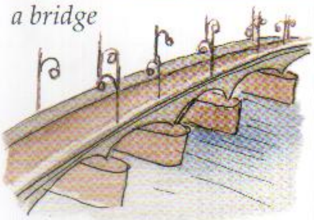
سَرِير

a computer



حَاسُوب

a bridge



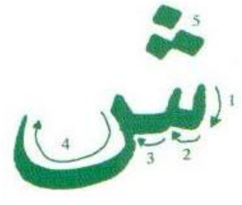
جِسْر

a bridge	*a computer*	*a bed*	*a prayer mat*
جِسْر	حَاسُوب	سَرِير	سَجَّادَة

a head	*teaching*	*glorification of God*	*a sum; an account*
رَأْس	تَدْرِيس	تَسْبِيح	حِسَاب

ْ	َّ	ُّ	ِّ	ّ	ا َ	و ُ	ي ِ	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Sheen



شِ   شُ   شَ   شِـ ـشُـ ـشَ   شِشُشَ

شٍ   شٌ   شًا   شِشُشًا   شَشِشٌ   شُشَشٍ

شْ   شَّ   شِيـ   شِي   شُو   شَا   شَوْ   شَيْـ   شَيْ

Copy each row onto the lines provided and practise reading the words.

insects	wood	old age; grey hair	a tree
حَشَرَاتٌ	خَشَبٌ	شَيْبٌ	شَجَرَةٌ

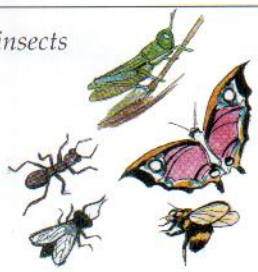
bringer of good news	she drinks	a smile	feathers
بَشِيرٌ	تَشْرَبُ	بَشَاشَةٌ	رِيشٌ

a tree



شَجَرَةٌ

insects



حَشَرَاتٌ

a feather



رِيشَةٌ

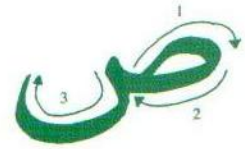
she is drinking



تَشْرَبُ

sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i
ْ	َّ	ُّ	ِّ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ

Copy each row twice onto the lines provided and practise reading the sounds.



Ṣaad



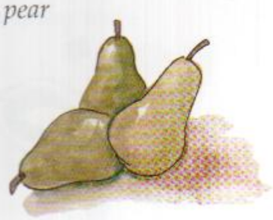
صِ صُ صَ صِـ ـصُـ ـصَ صِصُصَ

صٍ صٌ صًا صِصُصًا صَصِصٌ صُصَصٍ

صْ صَّ صِيـ صِي صُو صَا صَوْ صَيْـ صَيْ

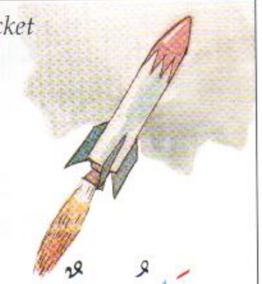
Copy each row onto the lines provided and practise reading the words.

a pear



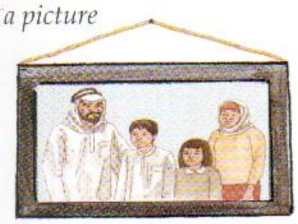
إِجَّاص

a rocket



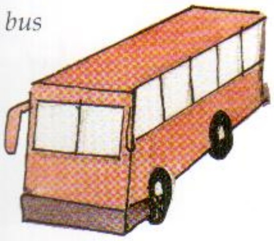
صَارُوخ

a picture



صُورَة

a bus



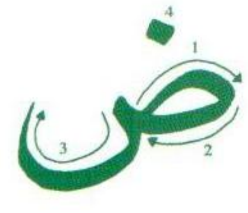
بَاص

a mat	*a picture*	*voice*	*morning*
حَصِيرَة	صُورَة	صَوْت	صَبَاح

particular, specific	*pears*	*cheap*	*a person, individual*
خَاصّ	إِجَّاص	رَخِيص	شَخْص

ْ	ّ َ	ّ ُ	ّ ِ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



Ḍaad



ضِ ضُ ضَ ضِـ ـضُـ ـضَ ضِضُضَ

ضٍ ضٌ ضًا ضِضُضًا ضَضِضٌ ضَضُضٍ

ضْ ضَّ ضِيـ ضِي ضُو ضَا ضَوْ ضَيْـ ضَيْ

Copy each row onto the lines provided and practise reading the words.

a molar tooth



ضِرْس

civilisation	a molar tooth	light	noise, din
حَضَارَة	ضِرْس	ضَوْء	ضَجِيج

an egg



بَيْضَة

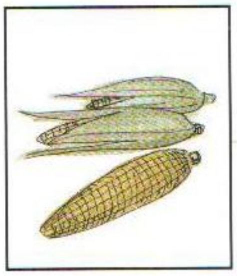
earth, ground	eggs	lowest point	green
أَرْض	بَيْض	حَضِيض	أَخْضَر

green

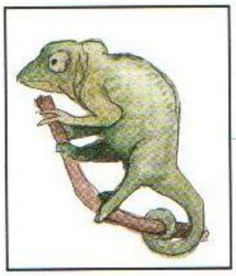


أَخْضَر

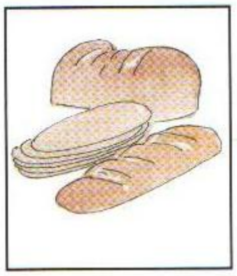
Find a word on the right that matches a picture on the left, then write it out in its joined-up form next to the correct picture.



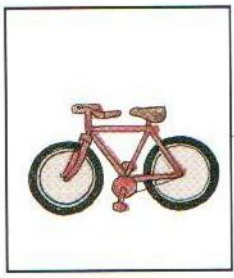
1. ______________________



2. ______________________



3. ______________________



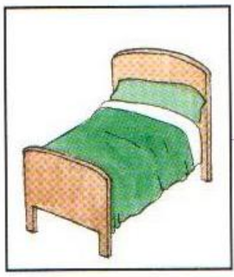
4. ______________________



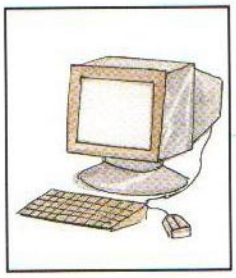
5. ______________________



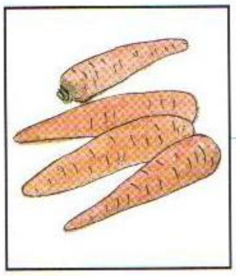
6. ______________________



7. ______________________



8. ______________________



9. ______________________



10. ______________________

ثَ وْ رٌ

جَ زَّ ا رٌ

جَ زَ رٌ

حَ ا سُ و بٌ

حِ رْ بَ ا ءُ

خُ بْ زٌ

دَ رَّ ا جَ ةٌ

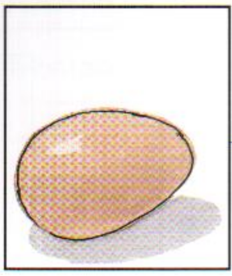
ذُ رَ ةٌ

سَ جَّ ا دَ ةٌ

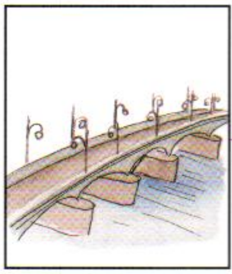
سَ رِ ي رٌ

Find the missing letters in the box on the right to complete each word so that it matches its picture.

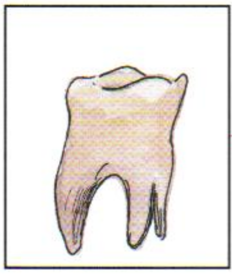
1. بَيْـ	ـرْ
2. حَشَـ	ـجَرَةٌ
3. جِسْـ	إِجَّـ
4. رِيشَـ	ـرَاتٌ
5. ضِـ سٌ	رُو
6. صَا خٌ	ـوَرَ
7. ـاصٌ	ـرٌ
8. شَـ	ـضَةٌ
9. أَ ـرُ	ـةٌ
10. صُـ ةٌ	خْضَـ



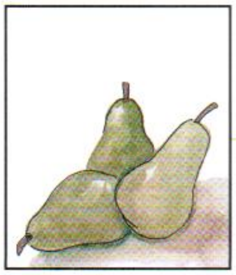


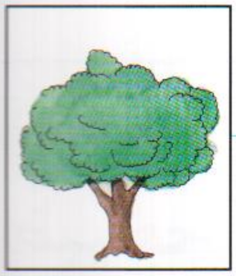
















sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i
ْ	َ	ُ	ِ	ّ	ـَا	ـُو	ـِي	ـً	ـٌ	ـٌ	ـٍ	ـَ	ـُ	ـِ

Copy each row twice onto the lines provided and practise reading the sounds.



Ṭaa

طِ طُ طَ طِ طُ طَ طِطُطَ

طٍ طٌ طًا طِطُطًا طَطِطٌ طُطَطٍ

طْ طّ طِي طِي طُو طَا طَوْ طَيْ طَيْ

a doctor	a map, chart	a duck	a path, way	an aeroplane
طَبِيبٌ	خَرِيطَةٌ	بَطٌّ	صِرَاطٌ	طَائِرَةٌ



بَطَّةٌ *a duck*



طَائِرَةٌ *a plane*



طَبِيبٌ *a doctor*



طَيْرٌ *birds*



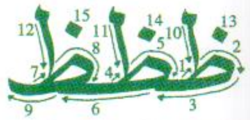
ظِبَاءٌ *gazelles*

Copy each row twice onto the lines provided and practise reading the sounds.



Ẓaa

(Like the sound of 'the', only heavier.)



ظِ ظُ ظَ ظِ ـظُـ ـظَ ظِظُظَ

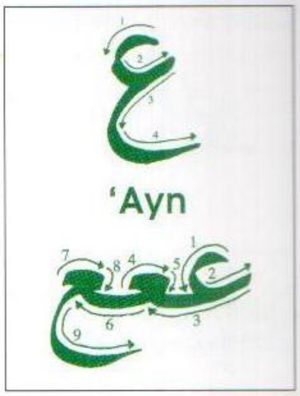
ظِ ظٌ ظًا ظِظُظًا ظَظِظٌ ظُظَظِ

ظْ ظَّ ظِيـ ظِي ظُو ظَا ظَوْ ظَيْـ ظَيْ

a fence; enclosure	*Abu Dhabi*	*luck, fortune*	*gazelles*	*a wet nurse*
حَظِيرَةٌ	أَبُو ظَبِي	حَظٌّ	ظِبَاءٌ	ظِئْرٌ

ـْ	ـَّ	ـُّ	ـِّ	ـّ	ـَا	ـُو	ـِي	ـً	ـٌ	ـٌ	ـٍ	ـَ	ـُ	ـِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



عِ عُ عَ عِـ ـعُـ ـعَ عِعُعَ

عٍ عٌ عًا عِعْعًا عَعِعٌ عُعَعٍ

عْ عَّ عِيـ عِي عُو عَا عَوْ عَيْـ عَيْ

an old woman	happy	a clock	a finger	an arm
عَجُوزٌ	سَعِيدٌ	سَاعَةٌ	إِصْبَعٌ	ذِرَاعٌ



سَاعَةٌ
a clock



إِصْبَعٌ
a finger



ذِرَاعٌ
an arm



بَبَّغَاءُ
a parrot



غِطَاءٌ
a lid

Copy each row twice onto the lines provided and practise reading the sounds.



Ghayn



غِ غُ غَ غِـ ـغُـ ـغَ غِغُغَ

غٍ غٌ غًا غِغُغًا غِغٌغ غُغَغٍ

غْ غَّ غِيـ غِي غُو غَا غَوْ غَيْ غَيْ

a lid	*small*	*a wrist*	*a parrot*	*a crow*
غِطَاءٌ	صَغِير	رُسْغٌ	بَبَّغَاءُ	غُرَابٌ

ـْ	ـَّ	ـُّ	ـِّ	ـّ	ـَا	ـُو	ـِي	ـًا	ـٌ	ـٌّ	ـٍ	ـٰ	ـٗ	ـٖ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



فِ	فُ	فَ	فِـ	ـفُـ	ـفَ	فِفُفَ

فٍ	فٌّ	فًا	فِفُفًا	فَفِفٌّ	فُفَفٍ

فْ	فَّ	فِيـ	فِي	فُو	فَا	فَوْ	فَيْـ	فَيْ

a butterfly	a whistle	a room	a pavement, sidewalk	an envelope
فَرَاشَةٌ	صَفَّارَةٌ	غُرْفَةٌ	رَصِيفٌ	ظَرْفٌ



فَرَاشَةٌ

a butterfly



a yellow whistle

صَفَّارَةٌ صَفْرَاءُ



a cat

قِطَّةٌ



حَقِيبَةٌ

a bag, briefcase



a jug

إِبْرِيقٌ

Copy each row twice onto the lines provided and practise reading the sounds.

ق

Qaaf

ققق

قِ	قُ	قَ	قِـ	ـقُـ	ـقَ

قِقُقَ

قٍ	قٌ	قًا	قِقُقًا	قَقِقٌ	قُقَقٍ

قْ	قَّ	قِيـ	قِي	قُو	قَا	قَوْ	قَيْـ	قَيْ

قِطَّةٌ	قِطَارٌ	حَقِيبَةٌ	إِبْرِيقٌ	سُوقٌ
a cat	*a train*	*a bag, briefcase*	*a jug*	*a market*

Break up each word on the right into its separate letters, then rewrite it in its joined form. Write the meaning of the word in English in the left hand column. The first one has been done for you.

a doctor	طَبِيبٌ	طَ بِ ي بٌ	طَبِيبٌ	e.g.
			طَائِرَةٌ	1.
			تَسْبِيحٌ	2.
			رَخِيصٌ	3.
			ظِبَاءٌ	4.
			سَاعَةٌ	5.
			إِصْبَعٌ	6.
			ذِرَاعٌ	7.
			بَبَّغَاءُ	8.
			غِطَاءٌ	9.
			فَرَاشَةٌ	10.

Break up each word on the right into its separate letters, then rewrite it in its joined form. Write the meaning of the word in English in the left hand column. The first one has been done for you.

Meaning	Joined	Separate letters	Word	
a room	غُرْفَةٌ	غُ رْ فَ ةٌ	غُرْفَةٌ	e.g.
			إِبْرِيقٌ	11.
			صَفَّارَةٌ	12.
			قِطَّةٌ	13.
			حَقِيبَةٌ	14.
			رُسْغٌ	15.
			قِطَارٌ	16.
			ضَجِيجٌ	17.
			غُرَابٌ	18.
			حَضَارَةٌ	19.
			تَدْرِيسٌ	20.

sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i
ْ	َّ	ُّ	ِّ	ّ	ا	و	ي	ً	ٌ	ٌ	ٍ	َ	ُ	ِ

Copy each row twice onto the lines provided and practise reading the sounds.



كِ كُ كَ كِـ ـكُـ ـكَ كِكُكَ

كٍ كٌ كًا كِكُكًا كَكِكٌ كَكُكٍ

كْ كَّ كِيـ كِي كُو كَا كَوْ كَيْـ كَيْ

a book	a star	a sofa, couch	weak, feeble	a window
كِتَابٌ	كَوْكَبٌ	أَرِيكَةٌ	رَكِيكٌ	شُبَّاكٌ

a book	a sofa, couch	a window	a spiral	an elephant
				
كِتَابٌ	أَرِيكَةٌ	شُبَّاكٌ	لَوْلَبٌ	فِيلٌ

Copy each row twice onto the lines provided and practise reading the sounds.

ل

Laam

لِ لُ لَ لـِ ـلُـ ـلَ لِلُلَ

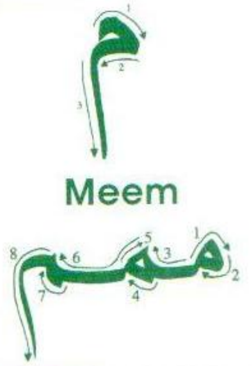
لٍ لٌ ل + ا = لا لاً لِلُلاً لِلَلٌ لُلَلٍ

لْ لَّ لِيـ لِي لُو لاَ لَوْ لَيْـ لَيْ

a spiral	a dog	a cupboard, closet	a refrigerator, ice box	an elephant
لَوْلَبٌ	كَلْبٌ	دُولاَبٌ	ثَلاَّجَةٌ	فِيلٌ

sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa ا	oo و	ee ي	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



مِ مُ مَ مـِ ـمُـ ـمَ مَمُمِ

مٍ مٌ مًا مُمِمًا مَمِمٌ مُمَمٍ

مْ مَّ مِيـ مِي مُو مَا مَو مَيْ مَي

an imam, prayer leader	a teacher (m.)	a mouth	a nurse	a banana
إِمَامٌ	مُعَلِّمٌ	فَمٌ	مُمَرِّضَةٌ	مَوْزَةٌ

an eye  عَيْنٌ	an ostrich  نَعَامَةٌ	 a mouth فَمٌ	a camel  جَمَلٌ	a banana  مَوْزَةٌ

Copy each row twice onto the lines provided and practise reading the sounds.

ن

Noon

نـنـن

نِ	نُ	نَ	نـِ	ـنـُ	ـنَ

نُنِنَ

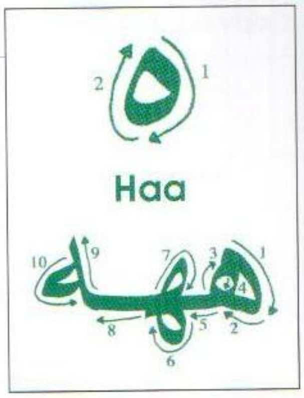
نِ	نٌ	نًا	نِنُنًا	نَنِنٌ	نُنَنٍ

نْ	نَّ	نِيـ	نِي	نُو	نَا	نَوْ	نَيْـ	نَيْ

an ostrich	a box	a pipe	an eye	a snake
نَعَامَةٌ	صُنْدُوقٌ	أُنْبُوبٌ	عَيْنٌ	ثُعْبَانٌ

ْ	ّ	ُّ	ِّ	ّ	aa	oo	ee	ً	ٌ	ٌ	ٍ	َ	ُ	ِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	ـَا	ـُو	ـِي	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



هِ هُ هَ هِـ ـهَـ ـهَ هَهِهُ

هٍ هٌ هًا هِهُهًا هِهٌ هُهَهٍ

ـهْ ـهَّـ هِيـ هِي هُو هَا هَوْ هَيْـ هَيْ

a telephone	important	hard-working	an alarm clock	lips
هَاتِفٌ	مُهِمٌّ	مُجْتَهِدٌ	مُنَبِّهٌ	شِفَاهٌ

a telephone	a flower	a face	black	a peacock
				
هَاتِفٌ	زَهْرَةٌ	وَجْهٌ	أَسْوَدُ	طَاوُوسٌ

Copy each row twice onto the lines provided and practise reading the sounds.



وِ   وُ   وَ   وِـ ـوُـ ـوَ   وِوُوَ

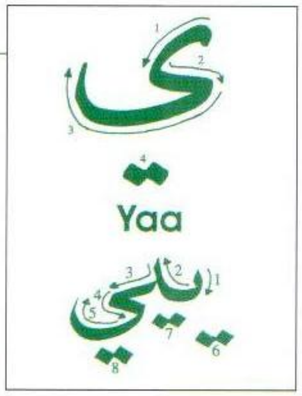
وٍ   وٌ   وًا   وِوُوًا   وَوِوٌ   وُوَوٍ

وْ   وَّ   وِيـ   وِي   وُو   وَا   وَوْ   وَيْـ   وَيْ

a face	black	growth, progress	a puppy	a peacock
وَجْهٌ	أَسْوَدُ	نُمُوٌّ	جَرْوٌ	طَاوُوسٌ

ْ	َّ	ُّ	ِّ	ّ	ـَا	ـُو	ـِي	ـً	ـٌ	ـٌ	ـٍ	ـَ	ـُ	ـِ
sukoon (no vowel)	a	u	i	shadda (doubled letter)	aa	oo	ee	an	un	un	in	a	u	i

Copy each row twice onto the lines provided and practise reading the sounds.



يِ	يُ	يَ	يـِ ـيـُ ـيَ	يِيُيَ

يٍ	يٌ	يًا	يِيُاً	يَيِيٌ	يُيَيٍ

يْ	يَّ	يِيـ	يِي	يُو	يَا	يَوْ	يَيـْ	يَيْ

a day	a car	a kettle	a chair	grey (gray)
يَوْمٌ	سَيَّارَةٌ	غَلَّايَةٌ	كُرْسِيٌّ	رَمَادِيٌّ

Similar Sounding Words

The pairs of words listed below demonstrate the importance of correct pronunciation in Arabic, because the slightest difference in sound can totally change the meaning of a word. Each pair of words below contains similar sounding letters. Practise reading them several times with your Arabic teacher until you can tell them apart. Then ask your teacher to dictate them to you until you can write them down correctly.

spacious	فَسِيحٌ	eloquent	فَصِيحٌ	clay, soil	طِينٌ	a fig	تِينٌ
check-up; test	فَحْصٌ	awe; respect; prestige	فَأْسٌ	a pilot	طَيَّارٌ	a trend	تَيَّارٌ
desire	حِرْصٌ	inheritance	إِرْثٌ	cleverness	فِطْنَةٌ	discord, civil strife	فِتْنَةٌ
correct	صَوَابٌ	rewards	ثَوَابٌ	he measured	كَالَ	he said	قَالَ
direction	صَوْبٌ	dress	ثَوْبٌ	a dog	كَلْبٌ	a heart	قَلْبٌ
glossy	صَقِيلٌ	heavy	ثَقِيلٌ	he deceived	كَادَ	he wrecked	قَاضَ
a pyramid	هَرَمٌ	holy; forbidden	حَرَمٌ	after	بَعْدَ	some	بَعْضَ
he strove, endeavoured	جَهَدَ	he denied	جَحَدَ	a path, trail	دَرْبٌ	beating, hitting	ضَرْبٌ
a river	نَهْرٌ	an axe	نَحْرٌ	a stench, stink	ذَفَرٌ	victory, triumph	ظَفَرٌ
a worker (m)	عَامِلٌ	pregnant	حَامِلٌ	he vowed	نَذَرَ	he looked	نَظَرَ
confession, admission	اِعْتِرَافٌ	profession, trade	اِحْتِرَافٌ	flowers	زُهُورٌ	appearance	ظُهُورٌ
a brain	عَقْلٌ	food	أَكْلٌ	he whistled	صَفَرَ	he travelled	سَفَرَ
strangeness	غَرَابَةٌ	ruin	خَرَابَةٌ	he poured	صَبَّ	he insulted	سَبَّ
excess	غُلُوٌّ	emptiness	خُلُوٌّ	son-in-law	صِهْرٌ	sorcery	سِحْرٌ

This is ...

If you want to say 'This is a (something)' in Arabic, you need to know whether the thing you are introducing is masculine or feminine. Many singular feminine nouns in Arabic end in a 'tied taa' (taa marbuta) and are therefore easily recognisable. Most singular nouns that do not end in taa marbuta are masculine.

In Arabic, the verb 'to be' is not usually used in the present tense, so you don't need a separate word for 'is' in the sentences that follow, because the idea of 'is' is implied in the word for 'this'.

The masculine word for 'This is' in Arabic is: هَذَا which is pronounced 'haadha', as if it has a long 'aa' sound after the haa. For example: This is a (male) teacher: هَذَا مُعَلِّمٌ (haadha mu'allimun).

The feminine word for 'This is' in Arabic is: هَذِهِ which is pronounced 'haadhihi', again, as if it has a long 'aa' sound after the haa at the beginning of the word.

For example: This is a (female) teacher: هَذِهِ مُعَلِّمَةٌ (haadhihi mu'allimatun).

Practise reading the following sentences and learn the words and their meanings.
Copy each sentence out onto the line provided.

This is a chair.



هَذَا كُرْسِيٌّ.

This is a lock.



هَذَا قُفْلٌ.

This is a drum.



هَذَا طَبْلٌ.

This is a (pair of) glasses.



هَذِهِ نَظَّارَةٌ.

This is a book.



هَذَا كِتَابٌ.

This is a knife.



هَذَا سِكِّينٌ.

This is a fork.



هَذِهِ شَوْكَةٌ.

This is a cup.



هَذَا كَأْسٌ.

This is a ball.



هَذِهِ كُرَةٌ.

This is a desk.



هَذِهِ مِنْضَدَةٌ.

Write a sentence in Arabic under each picture using the correct form of "This is", following the examples on the opposite page. The words ending in taa marbuta are all feminine: the rest are masculine.

This is a table.



طَاوِلَةٌ

This is a cherry.



كَرَزٌ

This is an apricot



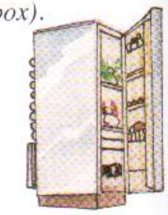
مِشْمِشٌ

This is a lemon.



لَيْمُونٌ

This is a fridge (ice box).



ثَلَّاجَةٌ

This is a rabbit.



أَرْنَبٌ

This is a squirrel.



سِنْجَابٌ

This is a prayer mat.



سَجَّادَةٌ

This is a candle.



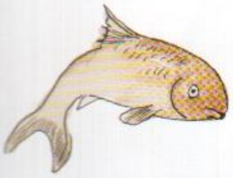
شَمْعَةٌ

This is a (piece of) meat.



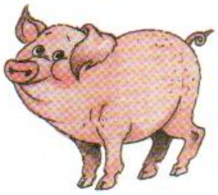
لَحْمٌ

This is a fish.



سَمَكَةٌ

This is a pig.



خِنْزِيرٌ

This is a horse.



حِصَانٌ

This is a snake.



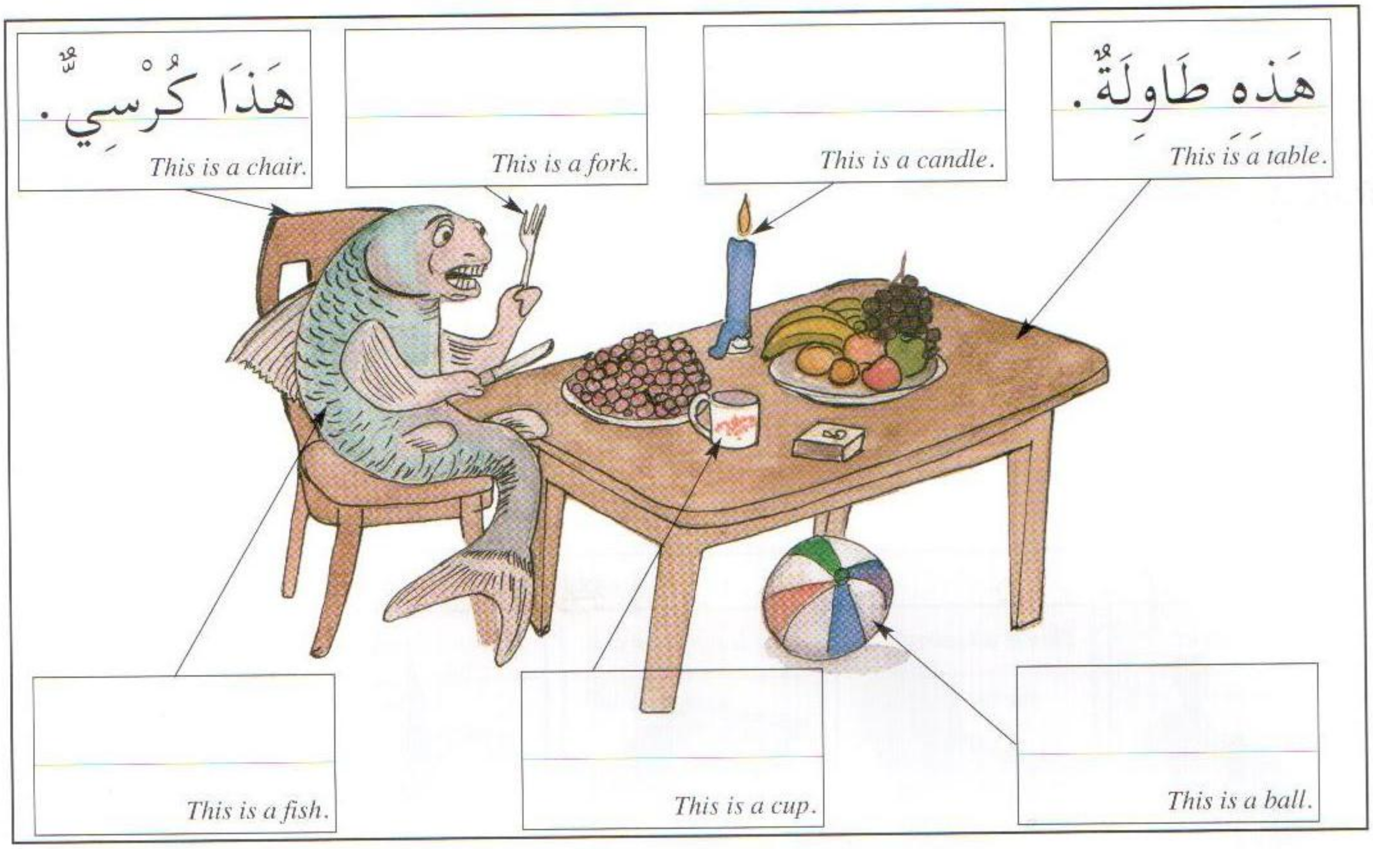
ثُعْبَانٌ

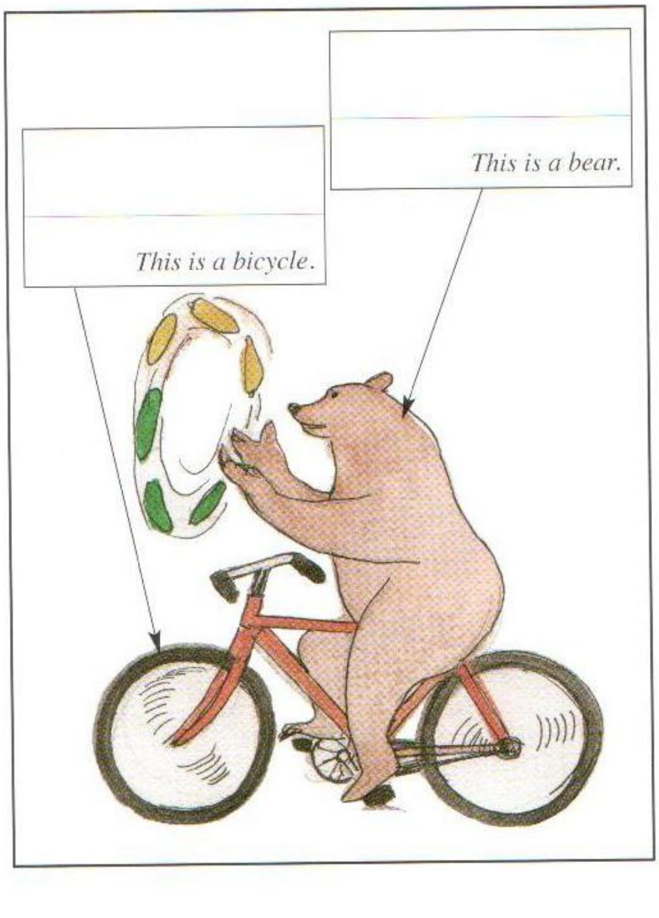
This is a lioness.

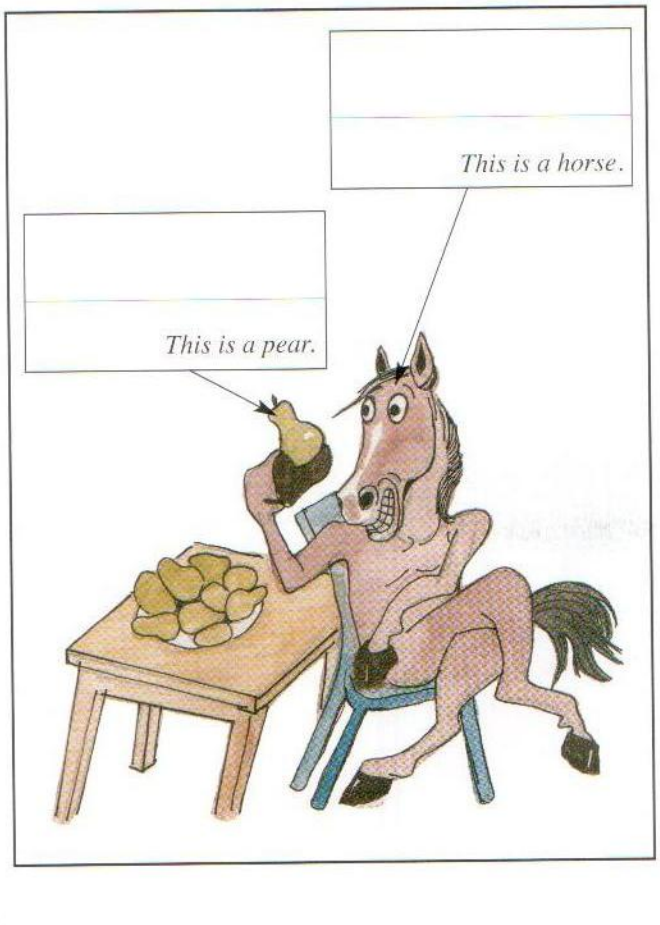


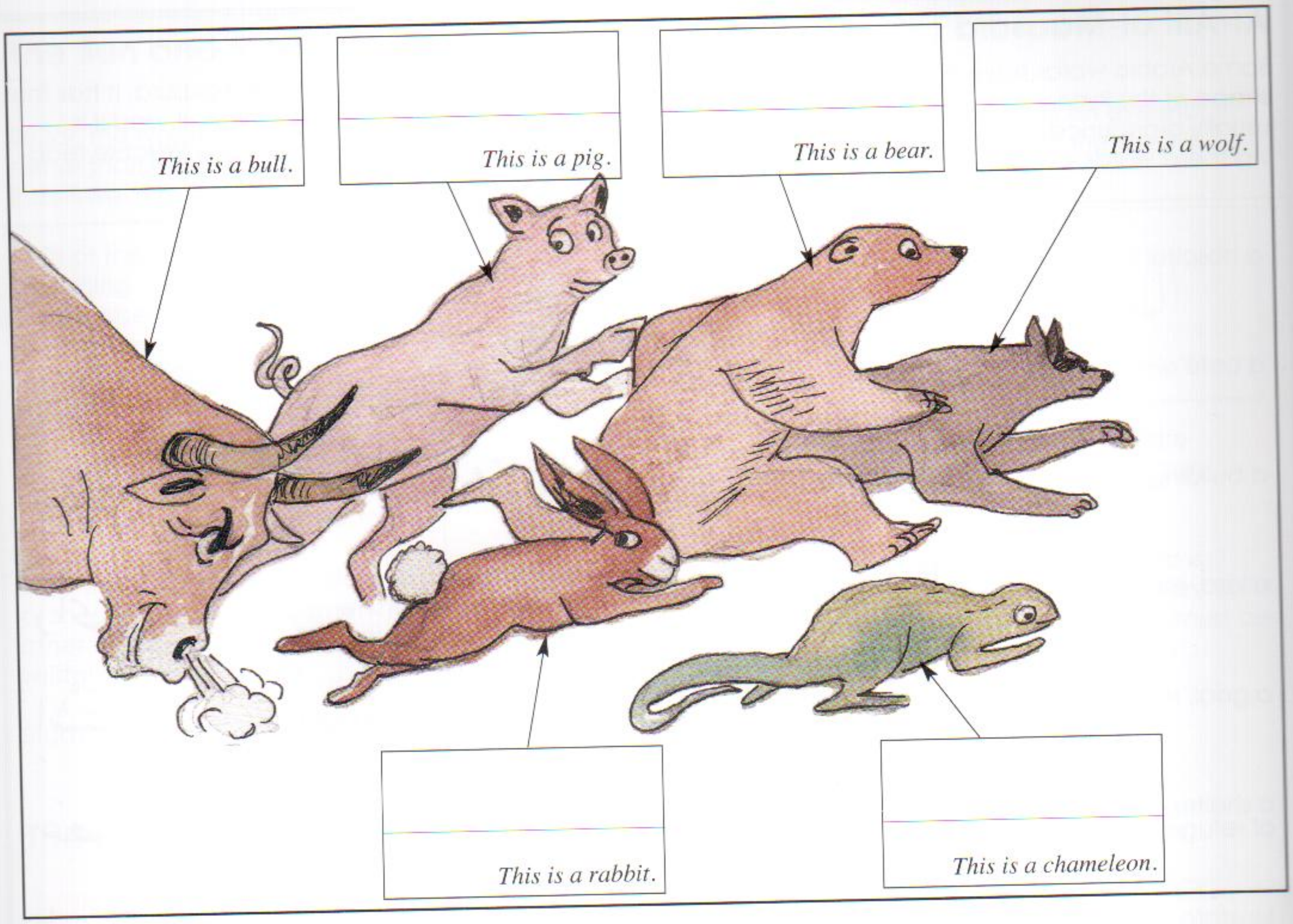
لَبْوَةٌ

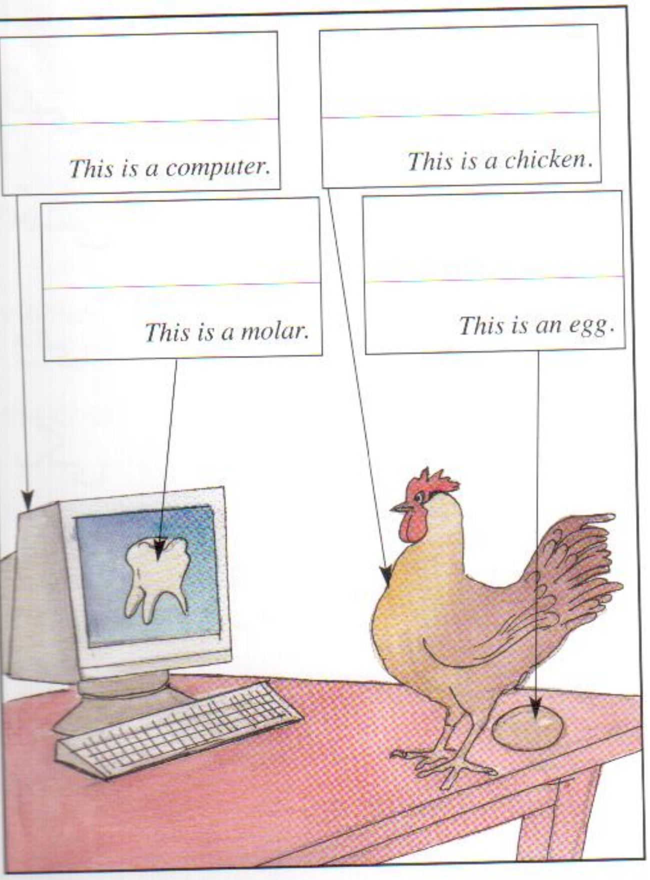
Using the vocabulary you have learned during the course of this book to help you, label the arrowed items in the following pictures, beginning each label with the correct form of 'This is'. Two items have been done for you by way of example.

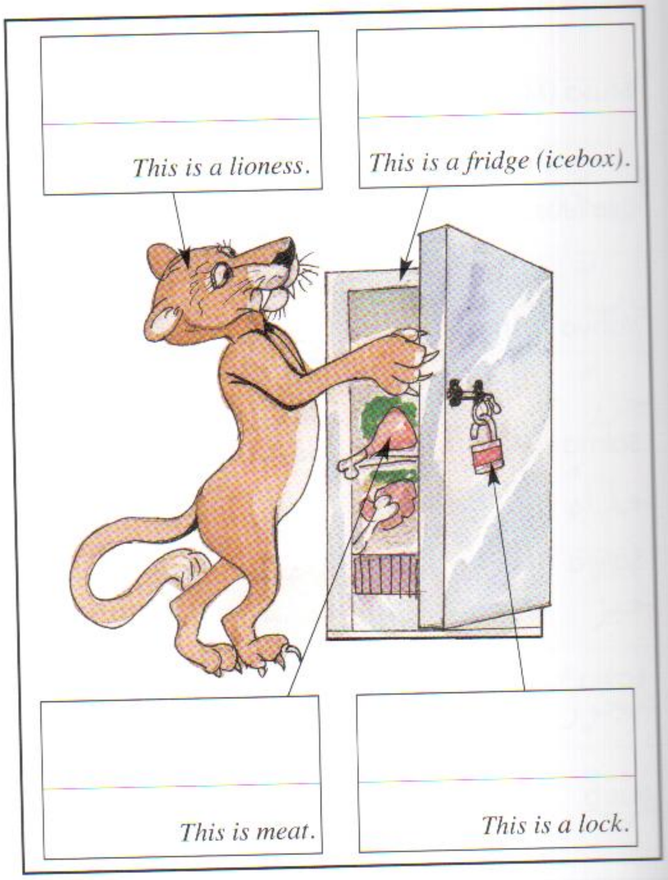







This is a bull.
This is a pig.
This is a bear.
This is a wolf.
This is a rabbit.
This is a chameleon.


This is a computer.
This is a chicken.
This is a molar.
This is an egg.


This is a lioness.
This is a fridge (icebox).
This is meat.
This is a lock.

Al-Alif al-Maqsura

Some Arabic words have a special kind of alif at the end of them, known as an alif al-maqsura. It has the shape of the letter 'yaa', but without any dots underneath it. It always has a fatha before it, and it is usually pronounced 'aa'. Below are some examples of words ending in al-alif al-maqsura. Practise reading these words, and then copy them out in your exercise book.

a hospital	مُسْتَشْفَى	he strove, endeavoured	سَعَى	he built	بَنَى
a café	مَقْهَى	he intended	نَوَى	he ran	جَرَى
a building	مَبْنَى	he came, arrived	أَتَى	he told, related, reported	حَكَى
a lord, master	مَوْلَى	he gave	أَعْطَى	he saw	رَأَى
a goal; range	مَرْمَى	it was enough, sufficient	كَفَى	he bought, purchased	اِشْتَرَى
a shelter, place of refuge	مَأْوَى	smaller, younger (feminine)	صُغْرَى	he rebelled	عَصَى
Mustafa	مُصْطَفَى	larger, older (feminine)	كُبْرَى	he spent time	قَضَى
Musa (Moses)	مُوسَى	farther, more distant; maximum	أَقْصَى	he forbade, banned	نَهَى
'Isa (Jesus)	عِيسَى	nearer; lower; minimum	أَدْنَى	he walked	مَشَى
Yahya (John)	يَحْيَى	higher	أَعْلَى	he fulfilled (a promise)	وَفَى
Salma	سَلْمَى	higher, superior	أَرْقَى	he cried	بَكَى
Salwa	سَلْوَى	stronger	أَقْوَى	he gave someone a drink	سَقَى
Layla	لَيْلَى	a patient	مَرْضَى	he told, related	رَوَى
Yusra	يُسْرَى	pasture, grazing	مَرْعَى	he refused	أَبَى

The Sun and Moon Letters

So far, the words you have been reading in this book have been indefinite (e.g. **a** book, **an** eye etc., rather than **the** book, **the** eye). Tanween is used on the last letter of a word to show that the word is indefinite. e.g. kitaab**un** – **a** book.

One of the ways of making an Arabic word definite is to attach the word 'al' (meaning 'the') before it. The alif in 'al' is a weak alif, meaning that it can only be pronounced if it is at the beginning of a sentence, (that is to say, when no other letter comes before it). When a word is defined, it can no longer take tanween. Instead, the last letter of the word takes a single vowel (i.e. a fatḥa, kasra or ḍamma). e.g. al-kitaab**u** – **the** book.

اَلْ
'the'

The Arabic alphabet, as you may already have realised, has twenty-eight letters. These letters are divided into two equal groups. One group is known as the 'moon letters', and the other as the 'sun letters'.

When the laam in 'al' is followed by one of the moon letters, it automatically takes a sukoon and is pronounced. However, when the laam of 'al' is followed by one of the sun letters, it becomes silent (in other words, it isn't pronounced). When a sun letter comes immediately after the 'al', a shadda must be written on the sun letter.

Study the examples below, and practise reading them aloud:

The Fourteen Moon Letters

ا ب ج ح خ ع غ ف ق ك م هـ و ي

the mouth	اَلْفَمُ	a mouth	فَمٌ	the sofa	اَلْأَرِيكَةُ	a sofa	أَرِيكَةٌ
the train	اَلْقِطَارُ	a train	قِطَارٌ	the door	اَلْبَابُ	a door	بَابٌ
the chair	اَلْكُرْسِيُّ	a chair	كُرْسِيٌّ	the carrot	اَلْجَزَرُ	a carrot	جَزَرٌ
the teacher	اَلْمُعَلِّمُ	a teacher	مُعَلِّمٌ	the shoe	اَلْحِذَاءُ	a shoe	حِذَاءٌ
the telephone	اَلْهَاتِفُ	a telephone	هَاتِفٌ	the bread	اَلْخُبْزُ	bread	خُبْزٌ
the boy	اَلْوَلَدُ	a boy	وَلَدٌ	the old man	اَلْعَجُوزُ	an old man	عَجُوزٌ
the hand	اَلْيَدُ	a hand	يَدٌ	the room	اَلْغُرْفَةُ	a room	غُرْفَةٌ

Moon letter reading practice

When 'al' (the) is preceded by a word ending in a vowel, the alif becomes silent and the preceding vowel sound is 'slid' together with the laam of the 'al', so it sounds as if there is no space or pause between the words. Therefore, in the first example below, the sentence would read as follows: "Laa tajlis **'alal**-arḍi." Note that the 'a' sound of the alif al-maqsura is shortened, so that it sounds like a fatḥa. Similarly, in sentence 14 below, the 'ee' sound of 'fee' is shortened as it is slid together with the following word, thus: "Laa taḍa**'il**-yada **fil**-jaybi". It is therefore necessary to look ahead when reading Arabic to see if the sound at the end of one word needs to be slid together with the next word.

Practise reading the sentences below out loud, paying close attention to sliding the sounds together where necessary.

1. Don't sit on the ground.	لَا تَجْلِسْ عَلَى الْأَرْضِ.
2. Ducks like [the] water.	يُحِبُّ الْبَطُّ الْمَاءَ.
3. I like [the] carrots.	أُحِبُّ الْجَزَرَ.
4. This [the] shoe is new.	هَذَا الْحِذَاءُ جَدِيدٌ.
5. This [the] bread is delicious.	هَذَا الْخُبْزُ لَذِيذٌ.
6. I like helping the old man.	أُحِبُّ مُسَاعَدَةَ الْعَجُوزِ.
7. This [the] room is wide.	هَذِهِ الْغُرْفَةُ وَاسِعَةٌ.
8. Don't put the pen in the mouth.	لَا تَضَعِ الْقَلَمَ فِي الْفَمِ.
9. This [the] train is fast.	هَذَا الْقِطَارُ سَرِيعٌ.
10. This [the] chair is broken.	هَذَا الْكُرْسِيُّ مَكْسُورٌ.
11. This [the] teacher is excellent.	هَذَا الْمُعَلِّمُ مُمْتَازٌ.
12. This [the] telephone is out of order.	هَذَا الْهَاتِفُ مُعَطَّلٌ.
13. This [the] boy is polite.	هَذَا الْوَلَدُ مُؤَدَّبٌ.
14. Don't put the hand in the pocket.	لَا تَضَعِ الْيَدَ فِي الْجَيْبِ.

The Fourteen Sun Letters

When the laam in 'al' is followed by one of the sun letters, it becomes silent (not pronounced), and a shadda is written on the sun letter, making the sound of the sun letter more intense. So, for example, 'taajun' (a crown), becomes '**att**aaju' (the crown).

Study the examples below, and practise reading them aloud:

ت ث د ذ ر ز س ش ص ض ط ظ ن ل

تَاجٌ	a crown	اَلتَّاجُ	the crown
ثَلَّاجَةٌ	a refrigerator	اَلثَّلَّاجَةُ	the refrigerator
دُبٌّ	a bear	اَلدُّبُّ	the bear
ذِئْبٌ	a wolf	اَلذِّئْبُ	the wolf
رُسْغٌ	a wrist	اَلرُّسْغُ	the wrist
زَهْرَةٌ	a flower	اَلزَّهْرَةُ	the flower
سَرِيرٌ	a bed	اَلسَّرِيرُ	the bed
شَجَرَةٌ	a tree	اَلشَّجَرَةُ	the tree
صَفَّارَةٌ	a whistle	اَلصَّفَّارَةُ	the whistle
ضِرْسٌ	a molar tooth	اَلضِّرْسُ	the molar tooth
طَبِيبَةٌ	a doctor (f.)	اَلطَّبِيبَةُ	the doctor (f.)
ظَرْفٌ	an envelope	اَلظَّرْفُ	the envelope
نَعَامَةٌ	an ostrich	اَلنَّعَامَةُ	the ostrich
لَوْحَةٌ	a painting	اَللَّوْحَةُ	the painting

As with the moon letter sentences, the last vowel sound on any word before a word beginning with 'al' is 'slid' together with the sun letter. So the first sentence below would read: "Yalbasul-malik**ut-**taaj**adh-dh**ahabiyya." Practise reading the following sentences out loud.

1. The king is wearing the golden crown. يَلْبَسُ الْمَلِكُ التَّاجَ الذَّهَبِيَّ .
2. I put the ice in the refrigerator. وَضَعْتُ الثَّلْجَ فِي الثَّلَّاجَةِ .
3. I like the black bear. أُحِبُّ الدُّبَّ الْأَسْوَدَ .
4. The wolf ate the rabbit. أَكَلَ الذِّئْبُ الْأَرْنَبَ .
5. This [the] wrist is broken. هَذَا الرُّسْغُ مَكْسُورٌ .
6. This [the] flower is beautiful. هَذِهِ الزَّهْرَةُ جَمِيلَةٌ .
7. This [the] bed is comfortable. هَذَا السَّرِيرُ مُرِيحٌ .

8. This [the] tree is old. — هَذِهِ الشَّجَرَةُ قَدِيمَةٌ .

9. The yellow whistle is blocked. — اَلصَّفَّارَةُ الصَّفْرَاءُ مَسْدُودَةٌ .

10. This [the] molar tooth is rotten. — هَذَا الضِّرْسُ مُسَوَّسٌ .

11. That [the] doctor (f.) is skilful. — تِلْكَ الطَّبِيبَةُ مَاهِرَةٌ .

12. This [the] envelope is open. — هَذَا الظَّرْفُ مَفْتُوحٌ .

13. The ostrich is faster than the human. — اَلنَّعَامَةُ أَسْرَعُ مِنَ الْإِنْسَانِ .

14. This [the] painting is beautiful. — هَذِهِ اللَّوْحَةُ جَمِيلَةٌ .

Further reading practice with sun and moon letters

1. يَجْلِسُ هَذَا الْوَلَدُ عَلَى الطَّاوِلَةِ .



This boy is sitting on the table.

2. تَفْتَحُ هَذِهِ الْبِنْتُ النَّافِذَةَ .



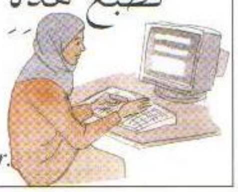
This girl is opening the window.

3. يَقْرَأُ هَذَا الرَّجُلُ الْجَرِيدَةَ .



This man is reading the newspaper.

4. تَطْبَعُ هَذِهِ الْمَرْأَةُ عَلَى الْحَاسُوبِ .



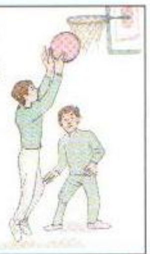
This woman is typing on the computer.

5. تَرْكَبُ هَذِهِ الْبِنْتُ الدَّرَّاجَةَ .



This girl is riding the bicycle.

6. يَلْعَبُ هَذَا الْوَلَدُ كُرَةَ السَّلَّةِ .



This boy is playing basketball.

7. يَمْشُطُ هَذَا الْوَلَدُ الشَّعْرَ .



This boy is combing the hair.

8. تَشْرَبُ هَذِهِ الْمَرْأَةُ الْحَلِيبَ .



This woman is drinking the milk.

Dialogue 1: Who is this?



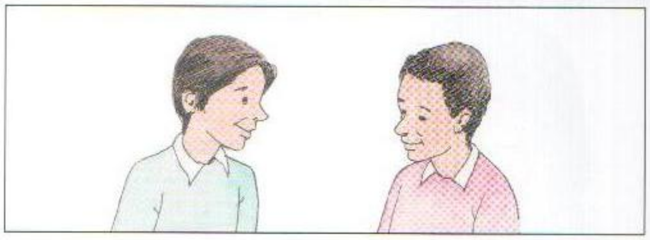
Classroom Activity

Practise introducing yourself to your friends in Arabic. Ask your friend who another person in the classroom is by saying either 'Who is this?' or 'Who is that boy/girl?' in Arabic.

Vocabulary

أَنَا	I	بِنْتٌ	a girl				
مَنْ؟	who?	ذَلِكَ	that (m.)	هُوَ	he (is)	هَذَا	this (m.)
وَلَدٌ	a boy	تِلْكَ	that (f.)	هِيَ	she (is)	هَذِهِ	this (f.)

Dialogue 2: What's your name?



سَمير: اِسْمي سَمير. وَمَا اسْمُكَ أَنْتَ؟

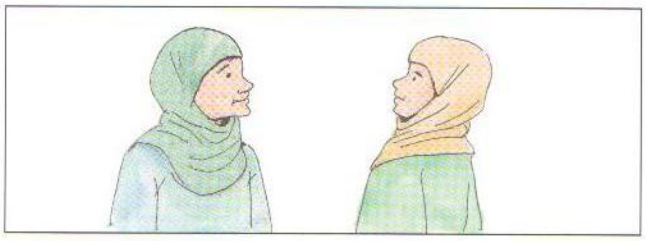
صَابِر: اِسْمي صَابِر.

سَمير: مَرْحَبًا بِكَ يَا صَابِر.

صَابِر: أَهْلاً بِكَ يَا سَمير.

سَمير: فُرْصَةٌ سَعيدَةٌ.

صَابِر: فُرْصَةٌ سَعيدَةٌ.



حَميدَة: اِسْمي حَميدَة. وَمَا اسْمُكِ أَنْتِ؟

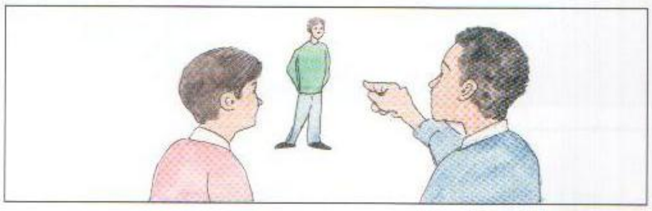
نَبيلَة: اِسْمي نَبيلَة.

حَميدَة: مَرْحَبًا بِكِ يَا نَبيلَة.

نَبيلَة: أَهْلاً بِكِ يَا حَميدَة.

حَميدَة: فُرْصَةٌ سَعيدَةٌ.

نَبيلَة: فُرْصَةٌ سَعيدَةٌ.

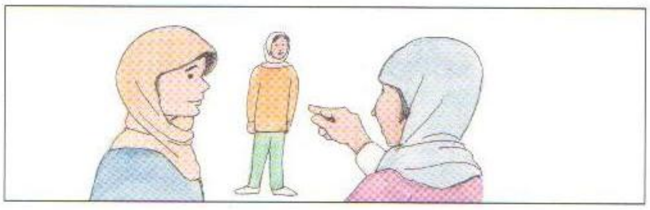


أَحْمَد: مَنْ ذَلِكَ الْوَلَدُ؟

سَمير: هُوَ صَديقي.

أَحْمَد: مَا اسْمُهُ؟

سَمير: اِسْمُهُ صَابِر.



هُدَى: مَنْ تِلْكَ الْبِنْتُ؟

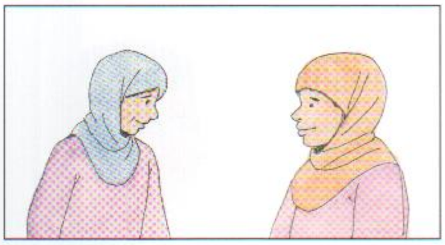
حَميدَة: هِيَ صَديقَتي.

هُدَى: مَا اسْمُهَا؟

حَميدَة: اِسْمُهَا نَبيلَة.

اِسْمي	my name (is)	أَنْتَ	you (m.)	يَا	O! (used to address someone)	صَديقٌ	friend (m.)
اِسْمُكَ	your (m.) name (is)	أَنْتِ	you (f.)	فُرْصَةٌ	opportunity	صَديقَةٌ	friend (f.)
اِسْمُكِ	your (f.) name (is)	مَرْحَبًا بِكَ	hello (m.)	سَعيدَةٌ	happy	صَديقي	my friend (m.)
اِسْمُهُ	his name (is)	مَرْحَبًا بِكِ	hello (f.)	فُرْصَةٌ سَعيدَةٌ	When used together: 'Pleased to meet you'	صَديقَتي	my friend (f.)
اِسْمُهَا	her name (is)	أَهْلاً بِكَ	welcome (m.)				
مَا؟	what?	أَهْلاً بِكِ	welcome (f.)				

Dialogue 3: Where is your friend?



هُدَى: اَلسَّلَامُ عَلَيْكُمْ.

حَمِيدَة: وَعَلَيْكُمُ السَّلَامُ.

هُدَى: أَيْنَ صَدِيقَتُكِ الْيَوْمَ؟

حَمِيدَة: هِيَ ...

Vocabulary

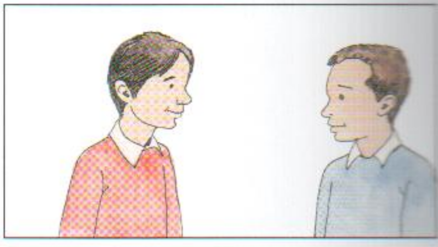
اَلسَّلَامُ عَلَيْكُمْ.

Peace be upon you.

وَعَلَيْكُمُ السَّلَامُ.

(Reply): And upon you be peace.

where (is)?	أَيْنَ ؟
today	الْيَوْمَ
your friend (m.)	صَدِيقُكَ
your friend (f.)	صَدِيقَتُكِ
in	فِي



أَحْمَد: اَلسَّلَامُ عَلَيْكُمْ.

سَمِير: وَعَلَيْكُمُ السَّلَامُ.

أَحْمَد: أَيْنَ صَدِيقُكَ الْيَوْمَ؟

سَمِير: هُوَ ...

... فِي الْمَكْتَبَةِ.

in the library



... فِي الْمَلْعَبِ.

in the playground



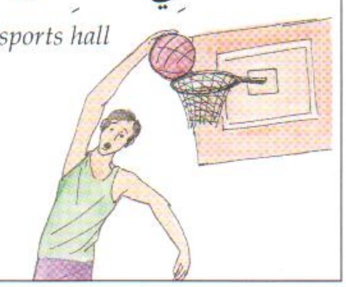
... فِي الْمَسْجِدِ.



in the mosque

... فِي قَاعَةِ الرِّيَاضَةِ.

in the sports hall



... فِي الْمِرْحَاضِ.

in the toilet



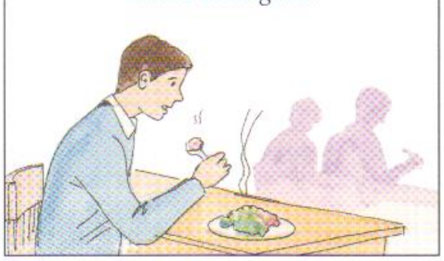
... فِي مَكْتَبِ الْمُدِيرِ.

in the headteacher's office



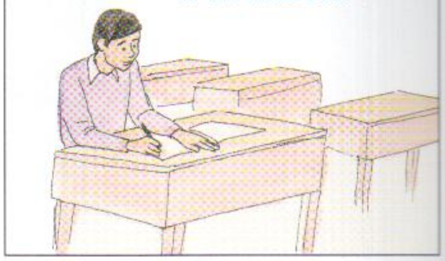
... فِي قَاعَةِ الطَّعَامِ.

in the dining hall

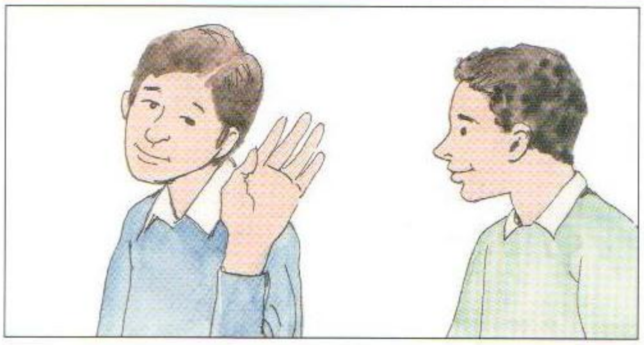


... فِي الْفَصْلِ.

in the classroom



Dialogue 4: Goodbye



سَمِير: صَبَاحُ الْخَيْرِ.

صَابِر: صَبَاحُ النُّورِ.

سَمِير: كَيْفَ حَالُكَ؟

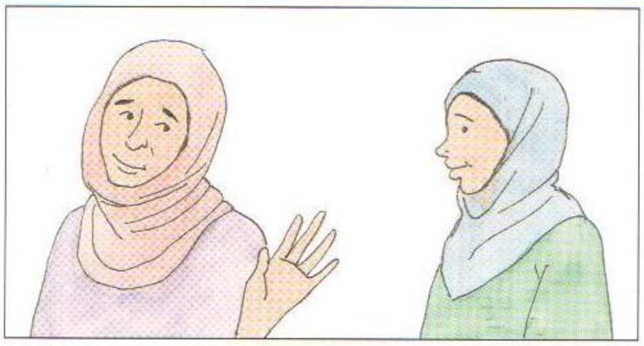
صَابِر: بِخَيْرٍ وَالْحَمْدُ لِلّٰه.

سَمِير: وَأَنْتَ كَيْفَ صِحَّتُكَ؟

صَابِر: بِخَيْرٍ وَالْحَمْدُ لِلّٰه.

سَمِير: مَعَ السَّلَامَة.

صَابِر: مَعَ السَّلَامَة. فِي أَمَانِ اللّٰه.



فَوْزِيَّة: مَسَاءُ الْخَيْرِ.

لِينَا: مَسَاءُ النُّورِ.

فَوْزِيَّة: كَيْفَ حَالُكِ؟

لِينَا: بِخَيْرٍ وَالْحَمْدُ لِلّٰه.

فَوْزِيَّة: وَأَنْتِ كَيْفَ صِحَّتُكِ؟

لِينَا: بِخَيْرٍ وَالْحَمْدُ لِلّٰه.

فَوْزِيَّة: مَعَ السَّلَامَة.

لِينَا: مَعَ السَّلَامَة. إِلَى اللِّقَاءِ.

how are you? (m.)	كَيْفَ حَالُكَ؟	meet, meeting	لِقَاءٌ	praise	حَمْدٌ	morning	صَبَاحٌ
how are you? (f.)	كَيْفَ حَالُكِ؟	good morning	صَبَاحُ الْخَيْر	God, Allah	اللّٰهُ	evening	مَسَاءٌ
goodbye	مَعَ السَّلَامَة	(reply) good morning	صَبَاحُ النُّور	to God	لِلّٰه	good, well	خَيْرٌ
[Go] in God's protection	فِي أَمَانِ اللّٰه	good evening	مَسَاءُ الْخَيْر	health	صِحَّةٌ	light	نُورٌ
until we meet again	إِلَى اللِّقَاءِ	(reply) good evening	مَسَاءُ النُّور	with	مَعَ	how?	كَيْفَ ؟
		how is your (m.) health?	كَيْفَ صِحَّتُكَ؟	peace	سَلَامَةٌ	your condition, state (m.)	حَالُكَ
		how is your (f.) health?	كَيْفَ صِحَّتُكِ؟	protection	أَمَانٌ	your condition, state (f.)	حَالُكِ
		praise be to God	اَلْحَمْدُ لِلّٰه	to, until	إِلَى	well, good	بِخَيْرٍ